DOCUMENT RESUME

ED 115 930 CE 005 824

TITLE	Guidelines for Comprehensive Vocational-Technical Education Programs. A Handbook for Superintendents, Principals, Local Directors, and Supervisors of Vocational Education.
INSTITUTION	Tennessee Univ., Knoxville. Occupational Research and Development Coordinating Unit.
SPONS AGENCY	Tennessee State Board for Vocational Education, Nashville.
REPORT NO	VT-102-302
NOTE	75p.
EDRS PRICE	MF-$0.76 HC-$3.32 Plus Postage
DESCRIPTORS	*Administrator Guides; *Administrator Responsibility; *Administrator Role; Educational Planning; Guidelines; *Program Administration; Program Evaluation; Vocational Directors; *Vocational Education
IDENTIFIERS	Tennessee

ABSTRACT

The purpose of the handbook is to provide basic guidelines and information for administrators and supervisors of comprehensive vocational education programs in the State of Tennessee. Emphasis is placed on duties, responsibilities, and functions performed by administrative and supervisory personnel. The handbook also includes: (1) suggested goals for local education agencies operating vocational education programs, (2) descriptions of various service areas and special programs in vocational education, and (3) a listing of reference sources for the administrator. (VA)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

GUIDELINES FOR COMPREHENSIVE VOCATIONAL-TECHNICAL EDUCATION PROGRAMS

A Handbook for Superintendents, Principals, Local Directors, and Supervisors of Vocational Education

RECEIVED
JUN 27 1975
Info. Acq., CVTE

Developed for
TENNESSEE STATE DEPARTMENT OF EDUCATION
COMPREHENSIVE VOCATIONAL EDUCATION TASK FORCE
Room 243
Cordell Hull Building
Nashville, Tennessee 37219

Division of Research and Development
By
University of Tennessee, College of Education

TENNESSEE RESEARCH COORDINATING UNIT
909 Mountcastle Street
Knoxville, Tennessee 37916

VT-102-302

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

TENNESSEE STATE BOARD FOR VOCATIONAL EDUCATION
Benjamin E. Carmichael, Executive Officer
Nashville, Tennessee 37219

TENNESSEE
STATE DEPARTMENT OF EDUCATION
OFFICE OF COMMISSIONER
NASHVILLE 37219

MEMORANDUM

TO: Administrators of Comprehensive Vocational Education Program

FROM: Benjamin E. Carmichael BC
Commissioner

SUBJECT: Comprehensive Vocational Education Administrative Handbook

Capital outlay funds in the amount of $197,000,000 leading to an estimated $50,000,000 annual operating budget for a Comprehensive Vocational Education Program are sobering sums. How well that huge expenditure fulfills the dreams of Tennesseans of easy access to training for new or better jobs depends greatly on how you who administer present offerings lead the way into that expanded program.

I congratulate you on being the individuals with the opportunity to make your programs models for the management of the comprehensive program to be in full operation in 1977-78.

The Comprehensive Vocational Education Task Force, Research Coordinating Units, and Division of Vocational Education has written this Administrative Handbook to help you as you assume leadership in this awesome attempt to improve the quality of life for Tennesseans. I commend them for its development and urge that you use it to full advantage.

dl

ACKNOWLEDGMENTS

We are indebted to many individuals from several states who were willing to share the fruits of their efforts for the development of this administrative handbook. Harold Gregory initiated and coordinated the project; Larry Hyke directed the staff and committee work, edited the manuscript and planned and coordinated the orientation; and Dr. Orin Graff consulted in all stages of the project.

Acknowledgment is expressed to the following contributing writers;

James Marsh
Donald McCulley
Helen Morgan
Raymond Nunley

A preliminary review of the completed administrative handbook was made by the following individuals who were selected from the University of Tennessee, and the State Department for Vocational Education, large city systems, small city systems, large county systems, and small county systems:

Garry Bice
Jackie Elliott
A. D. Hancock
T. J. Hendrickson
William Henry
H. D. Jared
Lloyd Kuykendall
Robert Lannom
L. N. McDowell
W. A. McGinnis
Ralph Pennington
Sam Reed
Eunice Reynolds
Ralph Woodin

Final review of the completed administrative handbook was made by staff members of the State Comprehensive Vocational Education Task Force as follows:

Thomas Delbridge
Charles Graves
Russell Smith
Felix Smallwood

Max Vann
Assistant to the Commissioner

PREFACE

The handbook has been developed especially for the administrators of vocational-technical educational programs under the provisions of the Comprehensive Vocational Education Act of 1973. An awareness of its content can be extremely helpful in the development and administration of comprehensive programs in Vocational-Technical Education.

Vocational-Technical Education has become an increasingly important part of our total educational endeavor. Making a living and at the same time achieving humanity has a high degree of value in today's society. A variety of programs to train and prepare people for vocations through formalized in-school experiences and/or practical work experience has been developed by the Tennessee Department of Education, Division of Vocational-Technical Education.

An unprecedented step toward the reality of comprehensive vocational education in Tennessee was initiated by the 88th General Assembly and its enabling legislation. Such a program requires effective administration at all levels. It is hoped that this handbook can assist in accomplishing this task.

Curriculum materials are being developed by the Division of Vocational-Technical Education to facilitate the implementation of the Comprehensive Vocational Education Act of 1973. These curriculum materials will be available through the Regional Field Offices and Resource Centers within the state.

ADMINISTRATIVE HANDBOOK FOR COMPREHENSIVE VOCATIONAL EDUCATION PROGRAMS

TABLE OF CONTENTS

i. Acknowledgements i

ii. Preface ii

I. OVERVIEW 1
A. Concepts in Vocational-Technical Education 2
B. Vocational-Technical Personnel Section 5
1. Local Administrative and Supervisory Personnel 5
2. Public School Instructional Personnel 5
C. Suggested Goals for Local Education Agencies (LEA) Operating Vocational Education Programs 8
1. Students Occupational Potential 8
2. Goals 8
3. Recognition of Occupational Dynamics 8
4. An Understanding and Practice of Good Citizenship 9
5. Acquisition, Application, and Evaluation 9
6. Systemic Evaluation and Accountability 9

II. THE ROLE OF THE LEA SUPERINTENDENT 11
A. Relating to Administration 11
B. Relating to Planning 13
1. Nature of Local Plan 13
2. Involvement in Planning 13
3. Planning Cycle 14
C. Relating to Evaluation 15
1. Data on Pupils 15
2. Data on Community 15
3. Vocational Philosophy and Objectives 15
4. Availability of Vocational-Technical Programs 15
5. Program Analysis 16
6. Role and Effectiveness of Guidance 16

III. THE ROLE OF THE ASSISTANT SUPERINTENDENT/LOCAL DIRECTOR OF VOCATIONAL EDUCATION 17
A. Relating to the Formulation of Policy 17
B. Relating to Determination of Vocational Needs 19
C. Relating to Establishment of Advisory Councils 21
D. Relating to Developing a Public Relations System 23
E. Relating to Finances 24
F. Relating to School Plant Facilities 26
G. Relating to Equipment and Supplies 26
H. Relating to Staffing Needs 28
I. Relating to an Instructional System 29
J. Relating to Evaluation, Improvement, and Program Extension 30

K. Relating to Pupil Services, Classification, Personnel Services, and Instructors 34
L. Promotion of Student Leadership Organizations 35

IV. THE ROLE OF THE PRINCIPAL OR FACILITY SUPERVISOR VOCATIONAL-TECHNICAL EDUCATION MANAGEMENT 37
A. Relating to Program Management 37
B. Relating to Planning 38
C. Relating to Evaluation and Program Improvement 38
D. Relating to Guidance 39

V. SERVICE AREAS IN VOCATIONAL EDUCATION 40
A. Service Area Programs 40
1. Agriculture 40
2. Distributive Education 40
3. Health Occupation Education 41
4. Home Economics 41
5. Technical Education 42
6. Trade and Industrial 42
7. Vocational Office Education 43
B. Special Programs and Support Services 43
1. Programs for Special Disadvantaged 43
2. Programs for the Disadvantaged 43
3. Programs for the Handicapped 44
4. Exemplary Programs and Projects 44
5. Vocational Improvement Program (VIP) 44
6. Vocational Advancement Programs (VAP) 44
7. Research and Development in Vocational Education 45
8. General Cooperative Education 45
9. Work Study Programs 45
10. Guidance Services 45
11. Pre-Vocational Education 47

VI. GLOSSARY OF TERMS 48

VII. 1973 COMPREHENSIVE VOCATIONAL EDUCATION ACT, 49-2709 TENNESSEE CODE ANNOTATED 55

VIII. ADMINISTRATORS' BOOKSHELF 58

IX. COMPETENCIES OF PERSONNEL 63

I. O V E R V I E W

The purpose of this handbook is to provide basic guidelines and information for administrators and supervisors of comprehensive vocational education programs. Emphasis is placed on the duties, responsibilities, and functions performed by administrative and supervisory personnel.

There is some overlapping of administrative and supervisory functions at all levels of leadership. With a clear understanding of roles, more effective and efficient vocational-technical education programs can be developed.

No matter how large or small the program, the same responsibilities are present, the difference being primarily one of magnitude.

Many of the sections in this handbook, especially those dealing with specific qualifications and duty requirements have been taken directly from the Tennessee State Plan, and the Rules, Regulations, and Minimum Standards.

CONCEPTS IN VOCATIONAL-TECHNICAL EDUCATION

The Comprehensive Vocational Education Act of 1973, is part of Tennessee's positive reaction to a number of cultural changes since World War II which highlighted the glaring deficiencies of our educational programs. From the stand point of vocational education, two of these changes have been of critical inportance: (1) the increasing demand for skilled workers which now makes it impossible for a high school dropout or a graduate without skill training to find satisfactory employment; and (2) labor's loss of "dignity" (or better expressed as the dehumanization of work) stemming on the one hand from the loss of worker visibility in many of our over-specialized production processes, and on the other from the superficial views of those who proclaim that work is going out of style (the machines will do it for us) and that leisure is life's great objective.

As previously stated, this Handbook is primarily for school administrators. It should be viewed not only as a handy source of information about the rules, regulations and policies governing vocational-technical education but equally an open invitation for each Local Education Agency to join in making comprehensive vocational education a reality in the State. We can only start with the programs we have now, but in our planning we must make room for programs needed by all youth and adults. Our present programs primarily serve business and industry; yet the increasing demand is for vocational-technical programs in health, rehabilitation, conservation, police science, fire science, waste disposal, waste recycling, and other social and governmental services. What new programs are needed locally? Is your community really aware of the fact that vocational-technical programs in the services could be offered? Perhaps one test is to ask if any persons from the service areas spoke at your last vocational hearing.

If we are able to meet the challenge of the Comprehensive Vocational Act, we will radically affect general education also. For to make vocational education comprehensive, we must reject our outmoded ideas about separating vocational and college bound secondary students. Everyone needs a vocation and should have, under guidance, freedom of vocational choice and further freedom to intelligent change of choice as he grows in skill and understanding. Who can say with any certainty during the early years of high school who will pursue a vocational course in college and who will not?

Perhaps the greatest idea that our present vocational teachers and administrators have to offer to all youth and adults should be stated thus: Look, anyone who is worth his salt has a vocation. Practicing a vocation (that is, doing something worthwhile for self and others) is the only basic way a person has of earning the respect of others or of maintaining self-respect. And if the job is done in an atmosphere of concern for the welfare of those who receive the service, he earns a measure of affection. It is earned respect and affection which restore dignity to work; these two are the "bread" which maintain our humanity. The bread for our physical support comes from the money we earn in a vocation. Sure, we need money, since it is our medium of exahange for food, clothing and other material goods and services. But beyond that, we need a full measure of humanity; earned respect for a job well done and earned affection for having done the job in the best interest of others. We can through proper emphasis on vocational education for all our people take a sound step toward a long-term cure for our national illnesses which result in lack of trust and confidence in our political vocations as well as others. Many may say that our problems are economic (money) ones. But basically we are economically the richest country in the world, plagued with a lack of earned repsect and affection among individuals and groups. If we sincerely

wish to change this condition, we can start by educating our people to become workers who exemplify in their daily performance a combination of the technical and human skills essential to a society we all so greatly desire.

Just now we need some immediate action. (1) As a State we are pledged to provide entry level vocational training in our secondary schools to at least 50 percent of our students. Is your LEA planning for the necessary diversity of programs and/or the staff capacity to accomplish so great a goal? (2) Some new buildings are being planned. The buildings must be flexible so we can add to them easily, and so programs can be added or discarded as we find in each LEA that changes must be made to educate and/or re-educate the youth and adults served. (3) Students in grades 7 and 8 must receive encouragement and assistance in making wise vocational choices. All students need pre-vocational guidance and instruction, including those who may be inclined toward the professional vocations. (4) Vocational programs in our rural areas will greatly increase. Many students, especially those educated in rural schools, will be employed in far distant places. Obviously we cannot educate all students for local employment.

These are but a few of the problems we must all face together. We need, as never before, a plan for constant interaction between the State and each LEA as the implementation of the Comprehensive Vocational Education Act moves forward. It is only through such interaction that vocational changes with appropriate local adaptations can be made to insure the success of this great venture.

B. VOCATIONAL-TECHNICAL PERSONNEL SECTION

Outlined is a brief summary of general duties and qualifications of vocational-technical personnel. For more detailed information, refer to the Tennessee State Plan for Vocational-Technical Education.

1. Local Administrative and Supervisory Personnel*

   a. Assistant Superintendents for Vocational Education, Local Directors, Supervisors and Coordinators.

      They shall be responsible to the Superintendent of the local administrative school system or other local Administrator as assigned. They shall direct and/or supervise all programs of vocational-technical education conducted within the local school system.

   b. Qualifications: 1. A minimum of a Bachelor's Degree in vocational education or equivalent in related areas. 2. Three (3) years of teaching experience in an approved vocational-technical education program. 3. Two (2) years of appropriate employment experience.

2. Public School Instructional Personnel*

   a. Teachers of Agriculture, Distributive Education, Home Economics, Industrial Arts, Office Occupations and Related Subjects. Teacher-Coordinators and Others.

      They shall be responsible to the local officials for the operation of the instructional program to which assigned.

* Tennessee State Plan for Vocational-Technical Education

b. Qualifications: 1. A minimum of a Bachelor's Degree from an accredited college or university in the vocational field or subject area to be taught. 2. They shall hold a valid Tennessee Teacher's Certificate with appropriate endorsements.

c. Technical Teachers

They shall teach the theoretical and technical subject matter. They shall be responsible to the local officials for the operation of the instructional program to which assigned.

d. Qualifications: An engineering or other technical degree or be a graduate of an approved technical institute.

e. Teachers of Trade and Industrial Subjects and Health Occupations and other Occupations (Pre-Vocational, Preparatory, Adult, Itinerant Fireman and others)

They shall be responsible to the local officials for the operation of the instructional program to which assigned.

f. Qualifications: 1. High school graduates or the equivalent. 2. Two (2) years of approved employment experience beyond the normal learning period in the occupations to be taught. 3. They shall hold a valid Tennessee Teacher's Certificate with approved endorsements. Pre-vocational teachers may be approved for employment without the two (2) years of approved employment experience.

g. Teachers of Adult and Special Program Subjects

They shall be responsible to the local officials for the operation of the instructional program to which assigned.

h. Qualifications: 1. High school graduates or the equivalent. 2. Two (2) years of approved employment experience beyond the normal learning period in the occupations to be taught.

i. Teachers' Aides

They shall be responsible to the teachers to which assigned and shall assist the teacher in the operation of the instructional program.

j. Qualifications: 1. High school graduates or the equivalent. 2. One (1) year of appropriate employment experience.

k. Guidance Associate

They shall be responsible to the local officials for the operation of the guidance phase of the instructional program to which assigned.

l. Qualifications: A minimum of a Bachelor's Degree from an accredited college or university. 2. They shall hold a valid Tennessee Teacher's Certificate with a guidance endorsement. 3. A new certificate entitled Guidance Associate will be established. Minimum prerequisites for this certificate will be competency in Areas I, II, III and IV of the Competency requirements for Secondary School counselors as determined through an approved program.*

* Refer to Competencies of Personnel Section

C. SUGGESTED GOALS FOR LOCAL EDUCATION AGENCIES (LEA) OPERATING VOCATIONAL EDUCATION PROGRAMS

Each LEA has the responsibility for developing educational opportunities that will lead to the attainment of these suggested goals:

1. Identification and development of each student's occupational potential

   The LEA should commit itself to help every student:

   a. Recognize and develop occupational interests, talents, abilities, and skills.

   b. Develop and exercise creativity and critical thinking.

   c. Develop and demonstrate self-direction and a sense of responsibility.

   d. Strengthen individual self-awareness.

   e. Learn to understand and cope with change.

   f. Develop an enthusiasm for vocational learning.

2. Goals

   The LEA should commit itself to help every student:

   a. Accept vocational education as a continuing pursuit.

   b. Make realistic choices of vocational goals.

   c. Acquire job entry skills.

   d. Develop and strengthen basic academic skills through motivation by vocational education.

   e. Develop problem solving competence.

3. Development of the ability to recognize occupational dynamics and practice the skills involved in personal relationships

   The LEA should commit itself to help every student:

   a. Attain and maintain sound mental attitude toward occupational change.

   b. Recognize the worth and dignity of every person.

c. Develop and exercise self-discipline.

d. Develop a positive value system.

4. Development of an understanding for and practice of good citizenship

The LEA should commit itself to help every student, through a total educational program including vocational education, to accept the rights, responsibilities, and privileges of citizenship. Each student should:

a. Develop respect for community and individual property.

b. Become actively involved in the free enterprise system.

c. Develop personal commitment to civic betterment.

d. Become concerned for and involved in conservation and use of natural and human resources.

e. Consider the rights, privileges and responsibilities appropriate to majorities and minorities.

5. Acquisition, application, and evaluation of relevant vocational subject matter which is required by business/industry, public service, and personal service

The LEA should commit itself to help every teacher procure:

a. Teaching materials that are current.

b. Teaching aids, models, cut-aways, visual aids, etc.

c. Equipment.

d. Raw materials-instructional supplies.

6. Provide systemic evaluation and accountability of programs through a valid record keeping and reporting procedure

The LEA should commit itself to establishing a systematic evaluating and student accounting procedure:

a. Utilizing evaluating committees composed of both lay and professional persons.

b. Development of a fiscal and student accounting system which will insure acceptable accountable activities.

c. Provide data as requested for official reports.

II. THE ROLE OF THE LEA SUPERINTENDENT

A. The Superintendent of schools shall be head of the local administrative school system. His special responsibility for vocational education is to:

1. Provide Leadership in the coordination of the vocational-technical education program into the total school program.

2. In general, coordinate the vocational-technical program so that progress is made toward the goals and objectives stated in the local plan.

3. Provide administrative leadership to vocational education.

4. Make recommendations to the local board on all issues relating to vocational education.

5. Provide leadership to the LEA in interpreting the vocational program to the public.

6. Consult with State Vocational Education Department personnel with respect to improving and developing the vocational programs.

7. Insure that the Rules, Regulations and the Minimum Standards for Vocational Education are carried out.

8. Delegate appropriate responsibilities and duties to the Assistant Superintendent/Director of Vocational Education.

9. Responsively receive recommendations of the staff, act on them and evaluate results.

10. Recommend appointment of staff members to the Board of Education, based upon certification according to Rules and Regulations and Minimum Standards.

11. Coordinate local board level functions relating to vocational operations with the governing board for comprehensive vocational education.

12. Prepare, or delegate the preparation, of all requests and reports for State and Federal reimbursement.

13. Develop a system wide plan of pupil personnel services with a special emphasis on vocational guidance and career development.

14. Develop a guidance staffing pattern which will provide all students access to guidance associates and counselors who have a "special competence in vocational guidance and some practical experience" as specified in House Bill 1203 - Senate Bill 1091.

B. PLANNING

The development of a local plan for vocational-technical education is a team effort. Planning requires the involvement of many persons, each of whom makes an important contribution to the total plan and to its ultimate accomplishment. Long-range planning with frequent updating is essential for a progressive program.

1. The local plan should portray as accurately and thoroughly as possible the actual program and future plans of the school at the time the plan is developed. In some instances, policies might have to be formulated and decisions made prior to the plan being submitted for review and acceptance. The local plan must always coordinate with the State Plan for Vocational Education.

2. It should be an activity involving staff and community. Planning is continuous. One and five-year plans are recommended. Planning involves:

   a. Area employment information.

   b. Population information (numbers, characteristics and trends).

   c. Educational information (programs, operational procedures and practices).

   d. Evaluation results (effectiveness of programs and follow-ups).

   e. Identifying vocational education: where we are; where we should be.

   f. Program mission statements and long-range goals.

   g. Annual objectives and their attainment.

h. Allocation of resources.

i. Evaluation.

3. Planning is a continuous cycle of all the above events. Planning must be ongoing in order to have a viable program of vocational education. And, it must be a part of the total educational program of the school, not just another add on or separate entity.

C. EVALUATION

"Where Are We?" Where Should We Be?" What kind of a product did we produce?" These questions form the basis for Educational Planning. A continuous assessment of current program planning and program development is imperative in determining the effectiveness of a program. Refinement, improvement, and extension or termination of existing programs are necessary in upgrading. The basic question to be answered in any evaluation remains: Are the educational needs of pupils and community being met?

Evaluation depends upon having considerable accurate data available for study.

Basic information needs are:

1. Data on pupils - enrollments, age, grade, mental ability, vocational aptitude, educational and occupational intentions, placement and follow-up of completions and dropouts.

2. Data on Community - occupational and employment opportunities, educational plans of adults, financial resources, cooperating community agencies, ethnic groups, other.

3. Up-to-date statement of local vocational philosophy and objectives.

4. Vocational-Technical programs that are currently available:

   a. Curriculum - day and adult programs.

   b. Methods of curriculum development.

   c. Administration and supervisory relationships.

   d. Personal Data - qualifications, experience, assignments, etc.

   e. Public relations.

   f. Job placement and employment opportunities.

g. Community and regional needs for workers.

h. Methods of improving program.

i. Support of administration.

5. Analysis of individual programs - organization, offerings, physical facilities, instruction, improvements needed, program extension, community business and industry participation.

6. Role and effectiveness of the guidance and counseling programs.

   a. Quality.

   b. Members served.

   c. Job placement.

   d. Needs assessment of total guidance program (see Competencies of Personnel Section).

   e. Follow-up.

   f. Evaluation of the guidance staff.

   g. Vocational guidance aspect of the total pupil personnel plan.

III. ROLE OF THE ASSISTANT SUPERINTENDENT/ LOCAL DIRECTOR OF VOCATIONAL EDUCATION

The Assistant Superintendent/Local Director of vocational education (hence forth called local director) is responsible to the Superintendent or other school administrator as assigned. In general, he shall direct and manage all programs of vocational-technical education conducted by the LEA.

The overall role of the local director is one of organization and management of a prevocational through post-secondary and adult program of vocational education. The local director must stay within the constraints of local policy, Tennessee State Rules and Regulations, Tennessee State Plan, Vocational Act of 1968, as amended, and the 1973 Comprehensive Vocational Education Act.

The Local director shall be responsible for:

A. POLICY INTERPRETATION AND FORMULATION AS RELATED TO VOCATIONAL-TECHNICAL EDUCATION.

The local director:

1. Must develop a sound philosophy of vocational-technical education.
2. Must understand and seek appropriate relationships between vocational and general educators.
3. Recommends broad objectives for the vocational-technical program to the superintendent and board of education:

a. He interprets local needs and resources in terms of broad educational and vocational objectives.

b. He assembles and selects pertinent facts concerning employment and training needs from work of advisory committees and/or the professional staff.

4. Provides background information and data to the local superintendent of schools and board of education that is not in conflict with state and federal policies, in order that they may establish policy for the operation of a comprehensive local plan of vocational education.

5. Is responsible for policy interpretation to:

   a. Members of his professional staff.

   b. Other educational authorities.

   c. Employees, labor and the general public.

6. Recommends, as experience with policy dictates, restudy, revision, and changes.

7. Directs the establishment of rules and regulations in conformity with the policy framework of the local school system and State Board for Vocational-Technical Education for:

   a. Specialized schools.

   b. Vocational and/or industrial arts and consumer and homemaking departments found in general (academic) high schools.

   c. Individual classes in schools or other vocational centers.

d. Classes or activities in other than school facilities.

e. Age and level to be served.

f. Local standard operating procedures.

g. Personnel selection and development relating to vocational staffing.

h. Public relations activities.

i. Active use of advisory committees.

j. Financing, purchasing, equipment tools, supplies and vocational school plant facilities.

k. Vocational pupil personnel services.

l. Vocational recruitment, selection, classification, grading, promotion and graduation of pupils.

m. Curriculum policy; methods, materials and supervision.

n. Evaluation policies.

B. DETERMINING VOCATIONAL NEEDS.

The ultimate test of a good vocational program is the extent to which it meets the training needs of the youth and adults in the community. The local director is primarily responsible for determining needs by aligning student needs with employment opportunities. To accomplish this the local director will:

1. Direct occupational surveys to determine:

a. Degree to which vocational education is meeting community and regional needs.

b. Community and regional employment trends and needs.

c. Need to upgrade present workers.

d. Extent to which training facilities match training needs.

e. Extent to which public interest and employee needs are coordinated into a unified vocational education program.

f. Determine local validity of state-wide surveys and data.

2. Translate survey of local needs into positive action using reports and recommendations.

3. Direct placement and follow-up studies, identifying:

a. The degree to which former graduates or pupils have been placed on the job.

b. Recommendations from former pupils and employees.

c. System-wide drop-out studies.

4. Use the expertise of the following agencies or services in determining needs:

a. Advisory committees.

b. Local employment services.

c. Employment departments of business and industry.

d. Service clubs.

e. Social groups.

f. Church groups.

g. School guidance counselors.

h. People making inquiries about courses.

i. Pupil reports after having sought employment.

C. ESTABLISHMENT OF ADVISORY COUNCIL AND COMMITTEES*

A significant impact on the planning, management and evaluation of a vocational program can be made by a "working" advisory council for vocational education.

In order to properly organize the council with its many committees, the local director should understand the purposes and functions of a well-organized council; these are:

1. Assist in determining manpower needs and employment opportunities for which vocational training should be provided
2. Evaluation of vocational programs as they relate to community needs and establishment of priorities for meeting the identified needs.
3. Assist in preparation of courses of study, to assure that training procedures and course content are relevant to changing community needs.
4. Assist in establishing selection, guidance, and placement procedures.
5. Assist in recruitment of teachers.
6. Offer encouragement, stimulation and support to teachers in their work.
7. Assist in equipment and supply selection.
8. Assist in promotion of the total program which includes special phases like adult, cooperative, and special vocational programs.
9. Assist in providing program continuity and community support.

* Refer to Administrators' Bookshelf, Page 56.

10. Promote and support beneficial legislation.

11. Interpret the school's program to the public.

Advisory council and its committees usually will follow this organizational format:

1. General advisory council.
2. Departmental or service area advisory committee.
3. Craft advisory committee.
4. Committees appointed to meet special needs as they arise.

Appointments of committees should be governed by:

1. Official appointment by the local board of education.
2. Personal qualifications needed:
    a. Experience in area to serve.
    b. Time in which to do the work.
    c. Civic-minded persons of high character.
3. Representation should have balance between various community functions.
4. Procedures for selecting members should be formulated well in advance.

The relationship of the local director to the advisory council/committees and his subordinate are very important. To insure this, the following are suggested:

1. Appoint or elect chairpersons.
2. Numbers in membership and length of terms usually are governed by conditions in different localities.

3. The local director has certain responsibilities as the LEA's representative to the advisory council and committees; they are:

   a. Serve as secretary.

   b. Brief the committee members in the objectives and philosophy of vocational education, and laws, rules and regulations pertaining to it.

   c. Encourage a regular schedule of meetings.

   d. Prepare the agenda.

   e. Make arrangements for meetings as needed.

   f. Keep minutes.

   g. Keep committee informed.

   h. Keep committee active.

   i. Give committee adequate recognition.

   j. Act on committee's recommendations.

4. All items considered and acted upon by the council should be worthy of the high caliber of people composing the council or committee.

5. Communications usually go from the advisory council or committee Chairman through the local director, to the superintendent or his designated representative.

D. DEVELOPING AND MANAGING EFFECTIVE PUBLIC RELATIONS.

The importance of effective public relations cannot be overemphasized. In order to develop desirable public relations, the local director should strive to:

1. Maintain close working relationship with employers through:
   a. Visits to industry, business, hospitals, governmental agencies, etc.
   b. Attendance at their meetings.
   c. Membership in their organizations.
   d. Serving on committees or councils.
2. Maintain close working relationship with labor groups through:
   a. Conferences with labor leaders.
   b. Attendance and speaking at their meetings.
   c. Serving on committees.
3. Become an active member of worthwhile civic and community organizations.
4. Establish a vocational speaking bureau.
5. Develop and manage a public relations program which includes these activities:
   a. Publications.
   b. Newspaper stories.
   c. Radio and television programs.
   d. Open house.
   e. Exhibits.
   f. Encourage pupils and friends to tell others of the vocational programs.

E. FINANCIAL INFORMATION AS RELATED TO VOCATIONAL EDUCATION

The local director is responsible for supplying the superintendent with necessary information for budget construction. The local director has the following functions in budget management:

1. Makes preliminary needs study.
2. Itemizes needs for study, justification, and careful cost estimates.
3. Consolidate and summarize budget items for presentation to superintendent or his designated representative.
4. Project annual and five-year plans which provide for:
   a. Change in personnel and salary.
   b. Systematic replacement of worn-out or obsolete equipment.
   c. Maintenance of adequate supplies.
   d. Making adequate allowances for travel and ancillary functions.
   e. Instructions for accomplishing local plans are found in Part II--Annual & Long-Range Program Plan Provisions, Tennessee State Plan.
5. Operate within budget:
   a. On an effective cycle, requests for expenditures are approved, recommended or modified.
   b. Maintain accurate running accounts of expenditures in terms of the approved budget.
   c. Assist others in setting up effective accounting systems to handle department or school internal funds.
   d. Maintain funding level which allows for unforeseen emergencies.

6. Prepare, for the superintendent, those annual, semi-annual, or special requests for State or direct Federal reimbursement. The local director shall insure that:

   a. Reimbursement requests must correspond with the Local Plan and application for approval and financial support or other plans, as approved.

   b. All reimbursement requests must be documented as requested by the reimbursing State or Federal agency.

   c. All requests shall be prepared and transmitted to meet suggested request periods.

F. ASSISTING IN THE SUPERVISION OF THE OPERATION OF SCHOOL PLANT VOCATIONAL FACILITIES.

It is the responsibility of the local director to:

1. Make studies and recommendations concerning immediate need for facilities.
2. Work closely with principals, supervisors, and teachers to keep present facilities well maintained, to determine the appropriateness of facilities, and coordinate planning for new vocational facilities as well as alterations to existing vocational facilities.
3. Take the initiative for long-range planning for future vocational facilities, and making recommendations to higher authorities.

G. REQUISITIONING, RECEIVING AND MAINTAINING EQUIPMENT, SUPPLIES AND MATERIALS.

It is the responsibility of the local director to:

1. Establish or follow a plan whereby equipment, supplies, and materials are requisitioned, received, and stored:
   a. Analyze and approve requests and establish priorities when needed.
   b. Prepare detailed specifications on all equipment and supplies needed.
   c. Establish a management plan with the principal or central warehouse personnel for the receipt, storing, and disbursing of all items.
   d. Organize plans for requisition of items to insure coordination with school openings, teachers, and contractor needs.
2. Organize and manage a replacement plan for worn-out or obsolete equipment.
3. Organize and manage an equipment maintenance plan.
4. Make plans for and establish equipment needs during long-range planning.
5. Set up a supply budget for each program to insure adequate distribution of supply monies.
6. Be acquainted with vendors and be kept informed concerning supplies, equipment, costs, new products, availability, and technological changes in equipment or supplies.
7. Be alert to opportunities to secure usable equipment from sources outside of school.
8. Be familiar with local operating procedures for purchasing and financial accounting for all equipment, supplies, and materials purchased by the LEA.

9. Establish and maintain an accurate perpetual inventory of equipment and hand tools.

H. MAKING DETERMINATION OF STAFFING NEEDS.

In some LEA's the local director is given broad responsibilities and authority in the selection, training, and supervision of members of his staff; administrative and instructional. Regardless of the degree of responsibility granted, it is his task either to accomplish or assist in accomplishing the following:

1. Determination of personnel needs in the administration, supervision, coordination, and instructional areas.
2. Analyzing all jobs and preparing job descriptions for all personnel:
   a. Giving special attention to work experience, training, trade skills, certification, and ability.
   b. Listing job duties required when preparing the job description.
3. Continuous study of the vocational personnel needs, being informed of trends and development for future recruitment.
4. Awareness of resignations, retirements, leaves of absence, and promotions.
5. Organizing and managing an effective in-service training program for his staff and the instructional staff.
6. Development of high morale within the vocational staff. To this end he should:

a. Promote a personnel policy which is consistent, fair, and impartial.

b. Give all recommendations and suggestions serious consideration and react to them with prompt decisions.

c. Keep communications through the organization prompt, clear, and pertinent.

d. Use and encourage cooperative planning and the democratic procedures in matters affecting personnel.

e. Recognize outstanding service.

f. Be sympathetic to personal problems and make himself available for conferences and appeals.

g. Maintain a friendly, considerate, and helpful attitude.

I. THE DEVELOPMENT AND MANAGEMENT OF AN INSTRUCTIONAL SYSTEM.

The local director is responsible for:

1. Properly planned curricula which are organized, supervised, controlled, and coordinated (managed) with other facets of the total instructional program. The local director should:

   a. Review and approve supervisory plans.

   b. When needed, delegate authority for the management of portions of the instructional program to subordinates.

   c. Have personal knowledge of instructional methods, materials, and aids.

2. Preparation or procurement of courses of study, and all related instructional materials. There must be on file in the director's office or designated representative, copies of each course of study for each day vocational, apprentice, extension, and vocational class.

J. EVALUATION, IMPROVEMENT, AND PROGRAM EXTENSION.

1. Evaluation need not be costly or elaborate. Program evaluation leading to improvement can be carried out by the teacher, supervisor, and/or local director, and local advisory committees. Generally the teacher and supervisor are responsible for process evaluation while the director concerns himself with product evaluation. It is from the evaluation results that the local director manages the improvement and extension of the total program. Any effective form of systematic evaluation depends on accurate data. The local director is responsible for this type of data:

   a. Basic data regarding pupils in the schools:

      1) Enrollments at all levels.

      2) Age-grade distribution.

      3) Mental ability and/or vocational aptitude data.

      4) Drop-out rates and related data.

      5) Educational and occupational intentions.

      6) Placement and follow-up data on school leavers and graduates.

   b. Community data:

      1) Employment and occupational data.

      2) Educational status of adults.

      3) Financial resources.

      4) Community agencies affecting education.

      5) Other pertinent community data: Ethnic groups, etc.

2. Evaluation is always a measure of the extent to which purposes have been attained; objectives must be stated in measurable terms. Vocational program information shall include such descriptive data as:
   a. The extent and nature of all curricula area offerings including pupil enrollments and teaching time, both day and adult programs.
   b. Methods used in curriculum development.
   c. Administrative and supervisory staff relationships.
   d. Complete data on all personnel: Qualifications, experience, assignments, etc.
   e. Complete information on public relations activities and contacts with industry, labor, and general public.
   f. Information on job placement and employment opportunities.
   g. Methods used for determining community needs for trained workers and the needs of workers for training.
   h. Methods used in promoting and improving the program.
   i. Extent of support for the program from top administration and the general public.
3. Each program should be analyzed and evaluated with respect to:
   a. Organization:
      1) Availability to pupils.
      2) Time allotments.
      3) Enrollments.
      4) Administrative and supervisory provisions.

b. Nature of offerings:

1) How determined.

2) Relationship to community needs and conditions.

3) Provisions for development of desirable general knowledges, skills, and attitudes.

c. Physical facilities:

1) Adequacy of school plant.

2) Shop, laboratory, and classroom layout.

3) Amount and quality of equipment and supplies.

4) Storage facilities.

5) Provisions for health and safety.

6) Pupil use of facilities.

d. Instruction:

1) Instructional staff:

a) Adequacy of professional preparation, work and teaching experience, professional attitudes, occupational alertness.

2) Instructional activities and methods:

a) Adequacy of planning and preparation.

b) Adaptation to individual differences.

c) Balance between theory and skill training.

d) Approximation of conditions in industry.

e) Real preparation for industrial employment.

3) Methods of student evaluation:

a) Comprehensiveness of testing program.

b) Relationship between effectiveness of teaching and learning.

c) Understanding of pupils regarding evaluation as a measure of growth.

d) Adequacy of measures of knowledge, skills, and attitudes.

4. Improvements can best be brought about when:

a. There is clear, objective evidence of the need.

b. The persons concerned are convinced of the need and want to do something about it.

c. Group participation is used in studying and analyzing problems and needs.

d. The administration gives sympathetic and tangible support to efforts to improve.

e. Time and money are made available for studying needs.

f. Advisory committee members, local and state and other lay persons show an active interest in the program and support efforts for improvement.

g. Systematic planning has taken place so as to provide for a continuous evaluation of needs.

h. Improvement efforts are a steady and continuous process.

i. Active and progressive leadership comes from the top administration in the program.

j. Personnel have the ability to advance and improve.

k. Improvement efforts are recognized and rewarded.

5. Program extension can best be brought about when:

   a. There is clear evidence of the need based on careful analysis of community needs for an extension of the program.

   b. The evaluation of the present program has shown that it has made a contribution which warrants increased support and extension.

   c. There have been technological changes in local industry which create new training needs.

   d. New schools are being built.

   e. Teachers and administrators encourage advisory committees to be active in pointing out needs.

   f. The leadership in the program is able to secure support and interest for making extensions in the program.

   g. Acceptance of modern educational objectives stress vocational programs.

   h. All school system personnel accept and actively support the objectives of the program.

   i. Pupils feel the need for the training and desire it.

   j. Parents and community recognize the values in the program for their children.

K. COOPERATING WITH ACTIVITIES RELATING TO PUPIL CLASSIFICATION AND SELECTION, AND JOB PLACEMENT.

Most pupil services are provided as a part of the regular school program. Certain aspects of pupil personnel services

require special attention from the local director. The local director should:

1. Work closely with the guidance program in correlating the vocational offerings with student needs.
2. Keep guidance counselor informed of various vocational programs, their objectives, and the training opportunities available.
3. Assist the pupil services section in the recruiting and selecting process.
4. Develop a plan for articulation; from pre-vocational education to post-secondary vocational training.
5. Use available supportive services.
6. Organize a placement and follow-up service system.
7. Assist in the development of a comprehensive plan for pupil personnel services with special emphasis on vocational guidance and career development.

L. PROMOTION OF STUDENT LEADERSHIP ORGANIZATIONS.

The primary purpose of these student leadership organizations is to provide motivation, to serve as a tool of instruction, to provide leadership training to the extent necessary to insure success in the student's chosen occupation, and to promote desirable citizenship. The activities of these organizations are an integral part of instruction. Leadership and extra curricular activities required in training for today's complex society will be included in the student's normal activities.

These organizations function within the framework and under the by-laws of their respective state and national organizations. The student organizations should include, but may not be limited to the following:

1. Future Farmers of America (FFA)
2. Distributive Education Clubs of America (DECA)
3. Future Homemakers of America (FHA)
4. Vocational Industrial Clubs of America (VICA)
5. Tennessee Office Education Clubs (TOEC)

IV. THE ROLE OF THE PRINCIPAL OR FACILITY SUPERVISOR IN VOCATIONAL-TECHNICAL EDUCATION MANAGEMENT

The principal, or facility supervisor/director is the key person in any school where vocational-technical education is provided. A definite understanding of his position in relation to vocational-technical education management is essential. This understanding is necessary whether the vocational program is being carried out in a specialized school or as a part of a comprehensive high school program. The purpose of this section is to clarify the professional position of these administrators.

The 1973 legislature mandated "that comprehensive vocational and technical education be made available by the state and local education agencies in grades nine (9) through twelve (12)"* including post-secondary and adult. "Programs shall be made accessible to all high school students and planned to serve at least fifty percent (50%) of the students in grades nine (9) through twelve (12) by the school year beginning September 1973 and completed by the school year beginning September 1977. . . . Appropriate counseling and pre-vocational courses shall be made available by 1975 in grades seven (7), eight (8) . . . Counseling shall be provided in grades seven (7) through twelve (12) at the ratio of one counselor for two hundred (200) students, with special competence in vocational guidance including some practical experience."*

A. The management function as related to pre-vocational and vocational-technical education includes:

1. Formulating objectives and purposes of the school.

* 49-2709, Tennessee Code Annotated, 1973 Cumulative Supplements

2. Assigning duties and responsibilities to teaching and non-teaching staff members.

3. Representing the school and promoting its programs through contacts with parents, employees, other school officials and the general public (Business, Industry, service agencies, governmental agencies, etc.)

4. Promoting working relationships with other administrative and superivsory personnel.

5. Having responsibility for such areas as finance (internal), extra-curricular activities, guidance, and pupil personnel services.

6. Promoting a continuing safety program within the school.

B. The planning phase as related to pre-vocational and vocational-technical education is continuous, very extensive, and includes:

1. Having responsibility for planning, organizing, directing, coordinating, and controlling the school activities and programs to the end that the goals of the school's vocational education program are achievable.

2. Promoting inservice and professional growth and improvement of the school's vocational education staff.

3. Planning for adequate guidance, counseling and job placement and follow-up of students.

C. The Evaluation and program improvement phase as related to Pre-Vocational and Vocational-Technical education includes:

1. Providing ongoing evaluation of staff performance as a leadership function.

2. Providing ongoing evaluation of program performance for the purpose of finding ways and means to improve the total educational experiences of the pupils.

D. The Guidance phase as related to pre-vocational and vocational technical education includes:

1. Insure that vocational guidance is a part of the total pupil personnel services plan.
2. Encourage guidance personnel to visit industries, community agencies and conduct other business outside of the traditional school setting.
3. Free guidance personnel from administrative and clerical duties.
4. Provide financial support to the end that equipment and materials can be bought to provide career information to all students.
5. Develop a staffing pattern of guidance associates and counselors consisting of individuals with a "special competence in vocational guidance and some practical experience."
6. Provide for articulation between the vocational program and the pre-vocational program.

V. SERVICE AREAS IN VOCATIONAL EDUCATION

The following is a brief description of various service areas and special programs in vocational education.

A. Service Area Programs

1. Agriculture (Part B)*

Agriculture (AG) is comprised of the group of related courses which are organized for carrying on learning experiences to develop knowledge, understandings, and skills involved in preparation for agricultural occupations. The functions of production agriculture, agricultural supplies, agricultural mechanization, agricultural products (processing), ornamental horticulture, agricultural resources, forestry, and related services are emphasized. An agricultural occupation may include one or more of the above functions.

2. Distributive Education (Part B)

Distributive education (DE) identifies vocational instruction in the field of marketing and distribution. Distributive education consists of the project program, cooperative program, and post-secondary program. Enrollment is based on the career objectives of the individual student. The high school student may be (1) planning a career in marketing, distribution and management, or (2) preparing for advanced study in a post-secondary vocational program.

* Refer to Glossary of Terms, pp. 46-52, for a description of terms and abbreviations.

3. Health Occupation Education (Part B)

Health Occupation Education (HOE) is a group of vocational programs designed to orient students to the health careers and to prepare students for employment in Paramedical occupations concerned with assisting qualified personnel in providing diagnostic, therapeutic, preventive, restorative, and rehabilitative services to people. Understandings and skill training acquired through clinical experience are essential to provide care and health services to patients.

4. Home Economics (Part B)

Home economics (HE) is a field of knowledge and service containing the functions in the home plus the cluster of employment opportunities based on home economics knowledge and skills. To identify the components of home economics, two different types of employment are consi ed. They are:

a. Useful employment (Consumer/homemaking - Part B)

Consumer and homemaking is concerned with educating individuals for family living, improving the effective use of services and products, conducting research to discover changing needs of family members, and develop means for satisfying these needs.

b. Gainful employment (Home economics related occupations (HERO) - Part B)

The gainful employment component (HERO) recognizes the clusters of occupations which are based on home economics knowledge and skills. There is a need for the dietitian, fashion merchandiser, child development specialist, interior

designer, appliance designer, and test kitchen home economist. This component is designed to meet the needs of students who are preparing to enter the labor market at an entry level position.

5. Technical Education (Part B)

Technical education (TE) programs are those disciplines which produce quality technicians in the field of engineering, physical science, computer science, social sciences (law enforcement, rehabilitation services, etc.) governmental services, health services and other private services organizations. These occupationally oriented programs are highly technical and include training in field and laboratory work. Special emphasis is placed on the employment requirements for technological occupations.

6. Trade and Industrial (Part B)

Trade and Industrial (T&I) Education is vocational education which includes any subject necessary to develop the trade and technical manipulative skills, technical knowledge, and related information such as job attitudes, safety practices and trade judgment necessary for employment. The scope of the occupational areas of trade and industrial education range from single, to multiple or cluster offerings. Representative of such T&I programs are: the metal trades, automotives, graphics, electrical trades, construction and building maintenance, cosmetology and other similar program areas.

7. Vocational Office Education (Part B)

Vocational Office Education (VOE) offers opportunities for students to acquire the needed skills, knowledge and attitudes necessary for competency in a chosen office occupation. The occupational clusters for which training may be provided are:

a. Secretarial-Stenographic

b. Clerical-Machine Operators

c. Bookkeeping-Accounting

d. Data Processing

Practical application of the acquired skills, knowledge, and attitudes are provided in work experience situations through simulation or on-the-job training.

B. Special Programs and Support Services

1. Programs for Special Disadvantaged (Part A)

Programs for special disadvantaged are designed for areas of high concentration of youth unemployment and school dropouts, under section 102(b).

2. Programs for the Disadvantaged (Part B)

Programs for the disadvantaged are designed to provide special supportive services and activities for students with academic, socio-economic, cultural, or other handicaps. The term disadvantaged includes persons whose needs for such programs result from poverty, neglect, delinquency, cultural or linguistic isolation from the community at large. The disadvantaged programs do not include physically or

mentally handicapped persons unless such persons also suffer from the disadvantaged syndrome.

3. Programs for the Handicapped (Part B)

   Programs for the Handicapped are designed to provide special supportive services and activities for students who are mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled, or for other health impaired persons who cannot succeed in a regular occupational or consumer and homemaking program.

4. Exemplary Programs and Projects (Part D)

   Exemplary programs and projects are for the purpose of developing models in vocational education. These programs are designed to stimulate new ways to create a bridge between school and earning a living. Funds for these programs may be allocated on a yearly basis, but it may not be extended beyond a three-year period.

5. Vocational Improvement Program (VIP) (Part B)

   A program for disadvantaged students with special needs of individualized instruction, at the student's educational level. Academic subjects (English and Math) are correlated with specific vocational training courses for each student.

6. Vocational Advancement Programs (VAP) (Part B)

   A program for the handicapped student who cannot succeed in a regular vocational program; who requires special educational assistance vocationally and academically.

7. Research and Development in Vocational Education (Part C)

Research and development is encouraged in all areas of vocational education. Grants under this section are limited to non-profit agencies and institutions. This may be administered through the Research Coordinating Unit.

8. General Cooperative Education (Part G)

General cooperative education means a cooperative education program for persons who, through a cooperative arrangement between the school and employer, receive instruction including required academic courses and related vocational instruction by the alternation of study in school with on-the-job training in any occupational field.

9. Work Study Programs (Part H)

The purpose of work study programs is to provide part-time employment for youth. Employment shall comply with regulations pertaining to students enrolled in a vocational program. Public agencies may be eligible to participate as employing agencies in the work-study program.

10. Guidance Services

a. Each school shall develop a guidance services program designed to:

1. Provide all pupils with a thorough understanding of the comprehensive vocational education offerings available in the school system.
2. Assist all pupils in assessing their abilities, aptitudes, interests, and educational needs.

3. Increase all pupils' understanding of educational and career opportunities and requirements.
4. Help all pupils to make the best possible use of these opportunities through formulation and achievement of realistic goals.
5. Help all pupils to attain satisfactory educational and professional adjustments.
6. Provide information to be used in planning and evaluating the school's total program.

b. The program of guidance services shall include such services as:

1. Job Placement - the operation of an active dynamic job placement center which maintains contact with personnel directors in business and industries.
2. Informational services - orientation to the school program, occupational and educational information for pupils', parents', and teachers' uses.
3. Counseling - both individual and group as needs of pupils dictate.
4. Collection, maintenance, and utilization, where appropriate, of pupil data for instructional program planning and pupil guidance.
5. Follow-up of in-school pupils and out-of-school graduates and school leavers.
6. Referral Services - To outside agencies who provide psychological evaluation, family counseling, job placement, rehabilitiation services, etc.

11. Pre-Vocational Education

Pre-vocational activities shall be made available within the curriculum of elementary and junior high schools specifically designed for the seventh and eighth grade pupils. Pre-vocational education will provide an emphasis on awareness and exploration of many vocational options available. It is recommended that the exploratory experiences be designed to permit all students to share the same experiences. The process should include an exposure to occupational information, laboratory experiences and decision-making skills. Once the students have completed the 7 & 8 grade phase of pre-vocational, they will be more knowledgeable in the selection of courses which reflect their interest and abilities.

VI. GLOSSARY OF TERMS

Vocational Education Programs (Part A)

1. Programs for special disadvantaged are designed for areas of high concentration of youth unemployment and school dropouts, under section 102(b).
2. Provisions are made at the state level for the development of the State Plan as well as the development of and operation of the State Advisory Council, under section 102(c).

Vocational Education Programs (Part B)

Programs for persons of all ages in all communities of the State, which are designed to insure that education and training programs for career vocations are available to all individuals who desire and need such education and training.

Research and Development in Vocational Education (Part C)

Grants made under this section are limited to non-profit agencies and institutions. This may be administered through the Research Coordinating Unit. The funds available for grants and contracts may be used for:

1. Research in vocational education.
2. Training programs designed to familiarize persons involved in vocational education with research findings and successful pilot and demonstration projects in vocational education.
3. Experimental, developmental, and pilot programs and projects designed to test the effectiveness of research findings.
4. Demonstration and dissemination projects.

5. The development of new vocational education curricula.

6. Projects in the development of new careers and occupations.

Exemplary Programs and Projects (Part D)

The purpose is to reduce the continuing seriously high level of youth unemployment by developing means for giving the same kind of attention as is now given to the college preparation needs of young persons. One method is to promote cooperation between public education and manpower agencies.

Residential Vocational Education (Part E)

Demonstration schools that are to provide vocational education (including room, board, and other necessities) for youths, at least fifteen and less than twenty-one years of age at the time of enrollment, who need full time study on a residential basis in order to benefit fully from such education.

Consumer and Homemaking Education (Part F)

The purpose is for educational programs in the field of home economics to:

1. Encourage home economics to give greater consideration to social and cultural conditions and needs, especially in economically depressed areas.
2. Encourage preparation for professional leadership.
3. Designed to prepare youths and adults for the role of homemaker, or to contribute to the employability of such youths and adults in the dual role of homemaker and wage earner.
4. Include consumer education programs.

5. Designed for persons who have entered, or are preparing to enter the work of the home.

6. Ancillary services, activities and other means of assuring quality in all homemaking education programs.

Cooperative Vocational Education Programs (Part G)

Cooperative work-study programs offer many advantages in preparing young people for employment. Such programs remove the artificial barriers which separate work and education and, by involving educators with employees, create interaction whereby the needs and problems of both are met.

Work-study Programs for Vocational Education Students (Part H)

Provide that employment under such work-study program shall be furnished only to a student who:

1. Has been accepted for enrollment as a full-time student in a vocational education program.
2. In need of the earnings from such employment to commence or continue his vocational education program.
3. Is at least fifteen and less than twenty-one years of age at the commencement of his employment.

Provide that no work-study student shall be employed for more than fifteen hours in any week in which classes are in session. Work must be performed for some public agency or institution.

Adult Preparatory (Part-time Study)

A program designed to provide training for persons who have already entered the labor market or are unemployed but need retraining in preparing for a new occupation.

Adult Supplimentary (Part-time Study)

A program designed to provide training for persons who have already entered the labor market and need training to be updated or upgraded to achieve stability or advancement in their current employment.

Advisory Council

The Advisory Council serves only in an advisory capacity and does not have direct administrative authority.

Cooperative Vocational Education

"Cooperative vocational education" is a combination of vocational instruction and employment related to that instruction. Employment under this arrangement is conceived to be an extension of in-school instruction; that is a method of instruction which provides relevant laboratory experience in a real-life setting.

Disadvantaged

Persons who have academic, socioeconomic, cultural, and other handicaps (excluding physical or mental) that prevent them from succeeding in regular vocational education or consumer and homemaking programs designed for persons without such handicaps and who for that reason require specially designed educational programs or related services.

Elementary - A program designed for children, grade 6 and below.

Handicapped

Persons who are mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled, or other health impaired persons who by reason of their handicapping condition cannot succeed in a regular vocational or consumer and homemaking program designed for persons without such handicaps, and who for that reason require special educational assistance or a modified vocational or consumer and homemaking education program.

Industrial Arts

Industrial Arts Education is that program of education conceived and designed to interpret, humanize, and make meaningful to all students the basic functions and concepts of industry and technology through a broad spectrum of experience and activities with the materials, processes, and related problems of an industrial-technological society.

Local Educational Agency (LEA)

"Local Educational Agency" means a local board of education or other legally constituted local school authority having administrative control and direction of public schools K-12.

On-the-Job Training (OJT)

"On-the-job training" is a planned learning experience that is encountered by cooperative students on a part-time employment basis.

Postsecondary

A program designed primarily for youth or adults who have completed or left high school and who are available for an organized program of study in preparation for entering the labor market.

Pre-Vocational Concept (7th and 8th Grade Level)

The Pre-Vocational Program is that aspect of the total educational process, under tee direction of a teacher-counselor, which deals primarily with awareness and exploration of many vocational occupational options available. These exploratory experiences are recommended for all 7th and 8th grade boys and girls and shall be made available for out of school youth and adults. The process would include an exposere to occupational information, laboratory experiences and decision-making skills. In addition, knowledge of self, individual interest and provision for different aptitudes will be emphasized. Thus, the student with total staff guidance

and other assistance will have maximum opportunity to acquire self understanding in relation to a large number of vocational opportunities and in high school will be more knowledgeable in the selection of courses which reflect his interest and abilities.

Secondary

A program designed for high school youth including grades 7 - 12.

Vocational Advancement Programs (VAP)

A program for the handicapped student who cannot succeed in a regular vocational program; who requires special educational assistance vocationally and academically.

Vocational Improvement Program (VIP)

A program for disadvantaged students with special needs of individualized instruction, at the student's educational level. Academic subjects (English and Math) are correlated with specific vocational training courses for each student.

Vocational Student Organizations

An organization for vocational students that complements the instructional program. Official youth organizations for vocational education are as follows: Future Farmers of America (Agriculture); Distributive Education Clubs of America (Distributive); Future Homemakers of America (Home Economics); Vocational Industrial Clubs of America (Health, Technical, and Trade and Industrial); Tennessee Office Education Clubs (Office Occupations).

Comprehensive Vocational-Technical Education

Tentative Tennessee Definition--Comprehensive vocational education is designed around the family of occupations concept and offers all learners multiple alternatives in developing entry level competencies

which are in keeping with the individual's life goals and which will articulate with other vocational programs at the post-secondary level. In order for vocational education to be comprehensive, it should be preceded by pre-vocational education; occurs in concert with other educational programs; insures that total guidance and counseling services are available; and provides all learners with placement in their next step.

VII VOCATIONAL EDUCATION
CHAPTER 27

SECTION 49-2709 Provision for comprehensive vocational and technical education in grades 9 through 12.

49-2709. Provision for comprehensive vocational and technical education in grades 9 through 12. -- It is further declared to be the intent of the general assembly of the state of Tennessee that comprehensive vocational and technical education be made available by the state and local education agencies in grades nine (9) through twelve (12).

To this end, the state department of education shall during the 1973-1974 school year, survey each county, including the city and special school districts within, to determine the needed expansion of vocational and technical education programs for the student of high school and post high school ages and the most feasible method of meeting this need, taking into consideration the several alternatives available under this section. Such programs shall be made accessible to all high school students and planned to serve at least fifty per cent (50%) of the students in grades nine (9) through twelve (12) by the school year beginning September 1973 and completed by the school year beginning September 1977.

All capital costs and operating costs of the programs developed here-under shall be borne by the state, to the extent that appropriations are made for the same. The operation of the facilities shall be by local boards of education or as joint facilities by two or more local systems. Appropriate counseling and pre-vocational courses shall be made available by 1975 in grades seven (7) and eight (8). The acquisition of necessary land, the construction or acquisition of adequate facilities and equipment,

and the training of an adequate number of vocational instructors and counselors shall proceed as rapidly as possible after needs are determined in order to carry out the intent herein expressed. Counseling shall be provided in grades seven (7) through twelve (12) at the ratio of one (1) counselor for two hundred (200) students, with special competence in vocational guidance including some practical experience. In the selection of vocational instructors, some practical experience shall be considered an essential qualification.

After each county, including city and special school districts, is surveyed, facilities shall be planned by the board of vocational education for comprehensive vocational training for high school and post high school students in accordance with one of the following alternatives:

(a) Comprehensive High Schools. Facilities will be utilized and/or expanded in school systems where schools have been consolidated sufficiently to provide comprehensive high schools for a minimum of about fifteen hundred (1500) students.

(b) Area Vocational-Technical Schools. Facilities will be utilized and/or expanded in area vocational-technical schools, where properly located, to provide comprehensive high school vocational training.

(c) Vocational Training Centers. In counties, including city and special school districts, with two or more high schools, where students cannot be served under the provisions of item (a) or item (b) of this section, a vocational training center will be established separate from any existing school.

(d) Joint Facilities. Where practicable, and where school systems may not be served adequately by either of the above alternatives, joint facilities may be established and operated to serve two (2) or more counties and/or school systems.

Vocational training for the post high school student shall be planned and implemented through utilization of facilities provided by this section. Such student shall have available to him the programs of any facility.

The board of vocational education shall, upon recommendation of the executive officer of the board, adopt the plan of vocational and technical education program for each county. Such plan shall incorporate previous decisions of the legislature for the establishment of vocational training facilities and programs. (Acts 1973, ch. 278, 1.)

Effective Date. Acts 1973, ch. 278, 2.
May 14, 1973.

VIII. ADMINISTRATORS' BOOKSHELF

A. The following references were developed as guides for better understanding of Vocational Education.

1. Tennessee State Plan for Vocational Education
2. Rules, Regulations, and Minimum Standards; Tennessee State Board for Vocational Education
3. Federal Register, Volume 35, Number 91 as amended Nov. 21, 1972, by Vol. 35, No. 209, Oct. 27, 1970 & Vol. 38, No. 224.

B. The following agencies may be able to provide research and statistical data pertaining to the needs of Vocational Education.

1. The Research Coordinating Unit at the University of Tennessee.
2. Statistical Services Section of Division of Vocational-Technical Education.
3. Tennessee State Department of Employment Security.
4. Local Development District.
5. State Division of Vocational Education, Regional Offices.
6. State Department of Education, District Planning Office.

C. Vocational Education Professional Journals:

1. "Agricultural Education Magazine," Box 5115, Madison, Wisconsin 53705
2. "American Vocational Journal," 1510 H St. N.W., Washington, D.C. 20005
3. "Journal of Home Economics," 1600 Twentieth St. N.W., Washington, D.C. 20009.
4. "School Shop," Box 623, 416 Longshore Drive, Arbor, Michigan 48107

D. Additional Resources:

1. "Organization and Effective Use of Advisory Committees," OE 84009, Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20225. Price 30¢. 75 pages.
2. "Vocational Advisory Committees," prepared by the Committee on Research and Publications. American Vocational Association, Inc., 1010 Vermont Avenue, Washington, D.C. 20205. Price 25¢. 24 pages.
3. "The Volunteer in Vocational Education," Staff Paper by Samuel M. Burt. W. E. Upjohn Institute for Employment Research, 300 South Westnedge Avenue, Kalamazoo, Michigan 49007. Single copies free; 35¢ per copy for additional copies.
4. "Industry and Community Leaders in Education," by Samuel M. Burt. W. E. Upjohn Institute for Employment Research, 300 South Westnedge Avenue, Kalamazoo, Michigan 49007. Single copies free; additional copies 50¢ per copy. 54 pages.
5. "Industry and Vocational-Technical Education," by Samuel M. Burt. McGraw-Hill Book Company. 1967. 520 pages.
6. "Citizens' Committees in the Public Schools," by Herbert M. Hamling. The Interstate Printers and Publishers, Danville, Illinois. 1952. 306 pages.
7. "Advisory Committee," prepared by State Department of Vocational Education, 412 Arizona State Building, Phoenix, Arizona 85007. 20 pages.

8. "Locally Directed Evaluation of Local Vocational Education Programs," Third Edition, Department of Secondary Education and Curriculum, College of Education, Michigan State University, East Lansing, Michigan 48823. 1970.

9. "Organizing and Working with Departmental Advisory Council in the Public Schools," by Alfred H. Krebs. The Interstate Printers and Publishers, Inc., Danville, Illinois. 1965. 24 pages.

10. "Local Advisory Committees for Vocational Education in Ohio Public Schools," Educational Research Associates, 709 Stinson Drive, Columbus, Ohio 43214. 1970. 76 pages.

11. "The Organization and Utilization of Agricultural Advisory Boards in New York State," by Harold R. Cushman and Martin V. Jarmin. The Agricultural Education Division, Rural Education Department, New York State College of Agriculture, Cornell University, Ithaca, New York. 1965. 118 pages.

12. "Occupational-Educational Advisory Committees," by F. Harold Matthews and Dr. Harold D. McAninch. Jackson Community College, 2111 Emmons Road, Jackson, Michigan 49201.

13. "Advisory Committees," D. E. Manual #3, Ohio State Department of Education, in Cooperation with Ohio State University, Bowling Green State University and Kent State University. Available from Distributive Education Materials Laboratory, The Ohio State University, 124 West 17th Avenue, Columbus, Ohio 43210. 1968. Price $1.00.

14. "A Handbook for Members of Advisory Councils for Occupational Education," prepared by the University of the State of New York. The State Education Department, Office of Occupational Education, Albany, New York. 12 pages.

15. "Advisory Committee Handbook 1972-73," Wisconsin State Department of Education, Madison, Wisconsin. 91 pages.

16. "Planning, Implementing, and Evaluating Career Preparation Programs," Davis and Borgen, McKnight Publishing Company. 1974. Price $28.50.

17. "Vocational Education in Tennessee - Secondary Programs," prepared by the Tennessee Research Coordinating Unit. The Tennessee State Board for Vocational Education, Nashville, Tennessee 37219. 1974. 74 pages.

18. "Occupational Outlook Handbook 1974-75," U. S. Department of Labor, Bulletin 1785, Superintendent of Documents, U.S. Printing Office, Washington, D.C. 20402. Price $6.85. 842 pages.

19. "Dictionary of Occupational Titles 1965," Volume I Definitions of Titles, Third Edition, Superintendent of Documents, U.S. Printing Office, Washington, D.C. 20402. Price $5.00. 809 pages.

20. "Dictionary of Occupational Titles 1965," Volume II Occupational Classification and Industry Index, Third Edition, Superintendent of Documents, U.S. Printing Office, Washington, D.C. 20402. Price $4.25. 656 pages.

21. "Teacher Liability In School - Shop Accidents," by Dennis J. Kigin. Prakken Publications, Inc., 1973. Box 623, Ann Arbor, Michigan 48107.

22. "Modern School Shop Planning," Prakken Publications, Inc., Latest Edition. Box 623, Ann Arbor, Michigan 48107.

23. "Vocational Education and Occupations," U.S. Department of HEW, Officiation of Education: Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. 1969. Price $2.25.

24. "Tennessee Cooperative Coordinators Handbook," Information Series No. 6. Tennessee State Board for Vocational Education, Nashville, Tennessee 37219. 1972. 144 pages.

25. "MDT Occupational Instructors Handbook," Tennessee State Department for Vocational Education, Nashville, Tennessee 37219. 1968. 138 pages.

26. "Vocational, Technical and Practical Arts Education," Review of Educational Research, XXXVIII, No. 4. October, 1968.

IX. COMPETENCIES OF PERSONNEL

A. Minimum Competency Requirements, Secondary School Counselors, Grades 7 - 12*

1. Foundations

   The counselor can demonstrate competency to apply knowledge of educational philosophy, appropriate history and philosophy of vocational and technical education, human learning and development, curriculum, guidance principles, professional activities, and ethics to the practice of counseling and involvement with the total community.

2. Assessment

   The counselor can demonstrate skill in selection and administration of instruments and observational procedures for assessing vocational interest and aptitude, achievement, personality, social and personal skills, individual and group behavior, study skills, attitudes and values, and interpretation of the results.

3. Counseling

   The counselor can demonstrate skill in counseling individuals from diverse socioeconomic, ethnic, and racial groups with varied personal, educational, and vocational needs.

4. Group Process

   The counselor can demonstrate skill in facilitating group interaction and communication and in group counseling and guidance activities for goal-directed personal, interpersonal, educational, and career development.

* Pages 63-68 were approved as a package by the State Board of Education, February 8, 1974.

5. Personal, Social, and Educational Development

The counselor can demonstrate skill in assisting administrators and teachers to develop programs of personal and social growth and to utilize sources of personal, social, and educational information.

6. Vocational and Career Development

The counselor can demonstrate skill in:

a. Developing and maintaining a self-directed career education information center

b. Developing job descriptions from job analyses

c. Assisting students in utilizing career clusters and career ladders

d. Compiling and disseminating information on employment opportunities, job requirements and on public and private vocational, technical, apprenticeship, and academic training programs

e. Developing and coordinating a job placement program

f. Identifying, understanding, and relating to others with whom the counselor will work in industry, business, and community agencies

g. Assisting in planning and implementing a developmental career education program, including pre-vocational programs

7. Research

The counselor can demonstrate skill in conducting and using research.

8. Administration

The counselor can demonstrate skill in:

a. Utilizing the results of research in developing a comprehensive guidance program

b. Communicating guidance needs, programs, and goals to the total community

c. Implementing the program, involving the total community

d. Evaluating the extent to which the goals of the program have been met and for making appropriate changes

9. Consultation

The counselor can demonstrate skill in consulting with members of the total community in developing plans to promote successful learning and adjustment.

10. Practicum

The counselor shall demonstrate the ability to apply skills through supervised experiences in school community, business, and industry as required to equip the counselor with the required competencies.

SUGGESTED INTERIM PROGRAM APPROVAL PROCEDURES

The director of the training program will submit Interim Form OTEC #1 and Interim Form #2. Accompanying these forms will be a list of specific behavioral objectives, stating how the training program proposes that its applicants for certification have met the general competencies presented in this proposal as well as the practical experiences as required by law.

The state certification officer will, upon receipt of the application from the training institution, appoint a select committee, with appropriate representation from vocational education.

Such committee will review and evaluate the proposed training program and make an on-site visit, using the standards and procedures established by the Tennessee State Board of Education as well as ACES standards for the Preparation of Counselors and other Personnel Services Specialists. The committee will recommend acceptance, probation, or rejection to the state certification officer.

A one year period of probation may be recommended for a program that appears to the committee to have the capacity to qualify for full approval in one year or less. At any time during the probation period the director of a program that is on probation may request a review from the state certification officer for the purpose of approval.

Should approval not be recommended, the committee must submit to the state certification officer those proposals in the training program's application not found to be acceptable. A copy of this report is to be sent to the director of the applying training program. The director, within thirty days, may appeal the decision, including requesting that the state certification officer appoint a new committee. This new committee is to

be of like composition as the first and will have access to the report of its predecessor. Decision of any second-review committee will be final. A denied program may reapply for approval one year after the denial date.

Program approval is in effect for a period of five years. No later than nine months prior to the fifth anniversary of approval of program, the director of that program must again request approval. At the discretion of the state certification board or the request of the director of an approved training program, a review of any program before the fifth year mandatory review may be undertaken, the requesting party having supplied adequate notice according to OTEC regulations.

CERTIFICATION PROCEDURES FOR APPLICANTS FROM OUT-OF-STATE PROGRAMS

An applicant who has either completed an NCATE-approved counselor education program outside of Tennessee or who has obtained certification as a counselor in a state with which Tennessee has reciprocity agreements will receive certification as a school counselor in Tennessee.

CERTIFICATION REGULATIONS FOR GUIDANCE ASSOCIATES

A new certificate entitled Guidance Associate will be established. Minimum prerequisites for this certificate will be certification by the State Board of Education and competency in Areas I, II, III and IV of the competency requirements for secondary school counselors as determined through an approved program. The life of the Guidance Associate Certificate will be five (5) years and the certificate will be renewab only upon demonstration of competence in the remaining six areas th gh an approved program.

IMPLEMENTATION PROCEDURES

The Guidance Associate Certificate will become effe cive September 1, 1974.

The regulations for school counselors, grades 7-12, will become effective one year from the date of approval by the State Board of Education.

As of September 1, 1975, these regulations will replace existing counselor certification endorsement requirements.

All professional certification and endorsements currently in effect September 1, 1975, shall remain in force as provided by the certificate.